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Getting the Message

A READING COURSE FOR SCHOOLS



Dermot Murphy & Janelle Cooper

STUDENT'S BOOK

ONE

CAMBRIDGE
UNIVERSITY PRESS

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Introduction

To the student

Welcome to the first book of *Getting the Message*. It's about reading better in English. Practise reading with interesting stories and articles. Learn to read in different ways. Show that you understand. Use the language. Discuss the ideas. Learn to read by reading. You need time and practice to learn a language, so do lots of reading! The more you read, the more you enjoy reading.

Unit layout

Phase	Exercise	Purpose
Before you read	1 TOPIC	To get you thinking about relevant ideas; to identify what you know about the topic; to check you know some relevant vocabulary.
	2 TEXT	To get you to use knowledge about the kind of text (text-type); to use information from pictures, diagrams, headings, the title; to help you to predict.

Phase	Exercise	Purpose
While you read	3 PURPOSE — FIRST READING	To give you reasons reading so you know what to look for before you read and choose the appropriate reading style; later you will create your own purposes.
	4 CHECKING UNDERSTANDING — SECOND READING	To give you other ways, as you read the text again, to help you get at the meaning or organisation of the text, and interpret what is there.

Now read the text and answer the questions.

Phase	Exercise	Purpose
After you read	5 LOOKING AT LANGUAGE 6 THE TOPIC AND YOU	To help you understand some of the vocabulary for the topic, and aspects of the grammar or structure for the text-type. To use the reading you have done, combining the new ideas with others you had already. Good readers use their reading!

Phase	Exercise	Purpose
How you read	7 DEVELOPING SKILLS	To help you to reflect on how you read and learn; to help you to develop fluency and confidence as a reader of English; to help you learn ways to get what you want from the text.

To the teacher

The three books in the course will help your students become good readers. There are various things for them to read about; there are different kinds of text; exercises to help them read more effectively, exercises to help them understand, and tasks where they use their ideas.

The **Overview** table on pages 4 and 5 shows you what is in each unit: what you will read, the topic of the text and the focus of the tasks. The **Unit layout** above shows you the steps which form the basis of the units. It will be useful to discuss each phase and exercise with your class; make sure they understand the purpose of each step. At the back of the book you will find a **Skills profile** which sets out the things they need to know and do in order to become good readers. In each unit the final section gets you to discuss skills that the students have used.

You will find a detailed explanation of the ideas underlying this course in the accompanying **Teacher's Book**. This also contains suggestions on how to use the book in class and gives model answers to the exercises.

We hope that you enjoy *Getting the Message*.

Overview of Book One

UNIT	TOPIC	TEXT-TYPE
1 A new game <i>p. 6</i>	ball games, Hocker	letter, rules
2 What do you want to do with the money? <i>p. 10</i>	honesty, reward	picture story, newspaper article
3 Ghosts, grub and adventure <i>p. 14</i>	planning a trip	magazine article
4 Lucky to be alive <i>p. 18</i>	adventure at sea	short story
5 Who made it first? Inventors and inventions <i>p. 22</i>	inventions	magazine article
6 The report of a young adventurer <i>p. 26</i>	jungle expedition	narrative report
7 Space travel <i>p. 30</i>	history of space travel	display panels
8 Sports reports <i>p. 34</i>	sports	reports
9 We're organising a rescue <i>p. 38</i>	mountain rescue	radio script
10 Farming <i>p. 42</i>	farming	geography textbook

LANGUAGE	TASK	SKILLS
vocabulary of games	display, game	reading for specific information, recording vocabulary
irregular verbs, prepositions	writing a letter	using titles, pictures, headlines to predict, recording vocabulary
words for food and containers, countable and uncountable nouns, pronouns	making lists, writing a note	reference, reading speed
word families, vocabulary of boats, comparatives	writing stories, writing a newspaper article	reading for gist, dealing with new vocabulary
word families, noun phrases	competition entry	predicting, intensive reading, reading speed
adjectives (<i>-ed, -ing</i>)	writing a letter	predicting, guessing new vocabulary, summarising, recording vocabulary
pronouns (<i>it, they, this, these</i>)	display	dealing with difficult ideas, reference
word families	writing a report	guessing, predicting, recording vocabulary
possessive pronouns (<i>mine, ours</i> etc.), word families	writing a dialogue	reference, recording vocabulary
reference, synonyms, word families	writing an article	intensive reading, linking words

A new game

Before you read

1 TOPIC

Ask and answer these questions in pairs.

Do you play any ball games? Are you in a team? How many people are there in your team? Which ball game do you like best? Which game don't you like?

2 TEXT

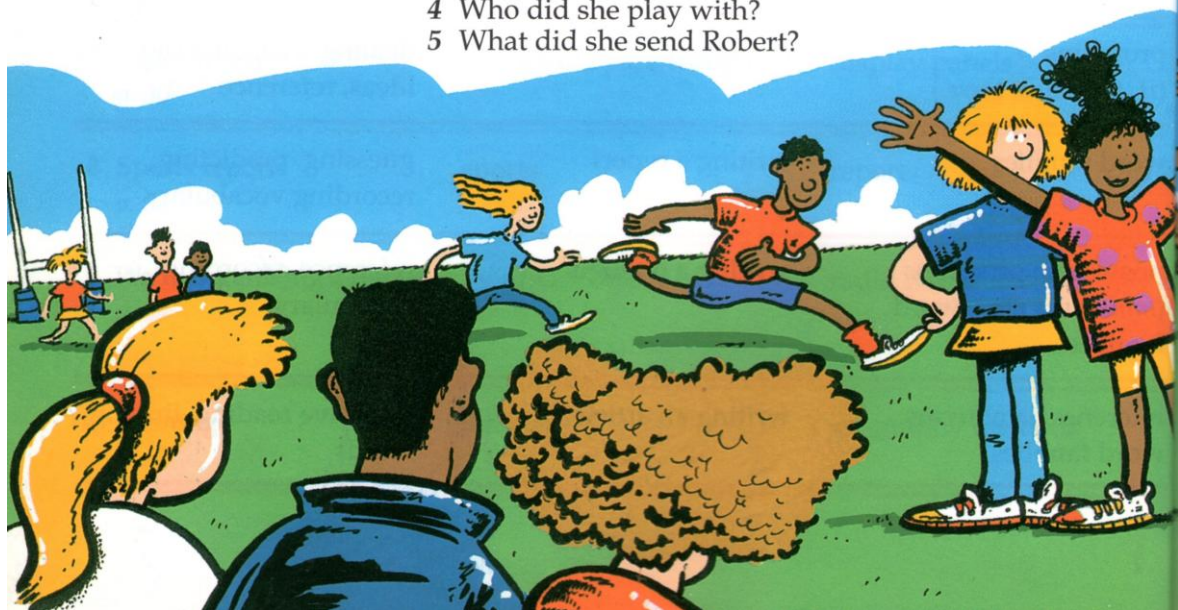
Look at the two texts, but don't read them yet. What type of text is the first one? How do you know? And the second one?

While you read

3 PURPOSE - FIRST READING

In this letter Sharon tells Robert about a new game she played at school. First look at these questions:

- 1 What is its name?
- 2 Did she like it?
- 3 What type of ball did they play with?
- 4 Who did she play with?
- 5 What did she send Robert?



Now read the letter and answer the questions as you read.

415 West 23rd Street
Ephraim
June 3rd

Dear Robert
I have a surprise for you! You always say that I'm no good at sport. Well, my team won the game this afternoon. We played Hocker, and won four sets to three. That's right, the game is called Hocker. You don't know about it, I bet. It's a new game and it's really great. You have two teams and each team has

a goal. You play it with a football, and I really liked it. It was good fun and there was lots of excitement. And we all played together, you know, boys and girls. Well, here you are - I'm sending you a copy of the rules so you can play too! I bet you'll like Hocker. Write and tell me.

love,
Sharon



Look at the rules of Hocker.

HOCKER

Field:

Points:

Rules:

- score in front of, or behind the goal;
- kick, head, punch or hit the ball into the goal;
- do not throw the ball to score (throw on the field);
- play 3, 5 or 7 sets of 7 points;
- do not hold the ball;
- do not tackle other players.

Teams:
equal numbers of players

4 CHECKING UNDERSTANDING - SECOND READING

Robert's friends are looking at the rules. Check what they say: are they right or wrong about the rules?

- ALAN: You can have teams of twelve for Hocker.
 JIM: You cannot score behind the goal.
 ALICE: You cannot hold the ball.
 SHAMIN: You can tackle the other team.
 STEVE: You can kick, throw or head the ball to score.
 ANNA: You can hit the ball into the goal with your hand.
 RAKESH: There are five points in a set.
 JOANNA: A Hocker field can be 100 metres long.

Write correct versions of the false sentences.

5 LOOKING AT LANGUAGE

a) Work in groups of three or four. Try to answer these questions. Then compare your answers with another group.

- 1 Look at the name "Hocker". Which two games gave part of their names to make "Hocker"?
- 2 How many games do you know with "-ball" in the name?
- 3 What other ball games do you know?
- 4 What can you do with the ball in these games?
- 5 What can't you do?

b) Now write five sentences like this:

You can hit the ball in tennis but you can't kick it.

6 THE TOPIC AND YOU

a) Make a display about your favourite ball game. Work in groups and prepare a description to show the other groups. You can use drawings or photos as well as words to describe the game. Do you play on a field or a court? Do you score goals or points? Is there a goal or a net? How many players are there in a team? What are the important rules?

b) Now you know the rules, can you organise a game of Hocker?

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

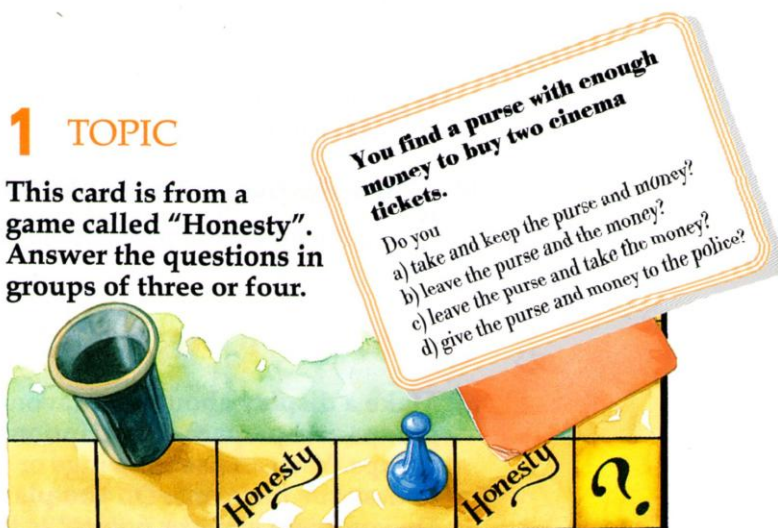
- 1 How did you read when you looked for a specific piece of information e.g. did you look for a capital letter when you wanted the name?
- 2 Which new words did you understand in the text?
- 3 Put useful new words into your vocabulary book. You can group them by the topic of team games or ball games. You can do small drawings or you can put the new words into phrases or sentences.

What do you want to do with the money?

Before you read

1 TOPIC

This card is from a game called "Honesty". Answer the questions in groups of three or four.



2 TEXTS

- Look at the two texts in Exercise 3, but don't read them yet. What type of text is the first one? How do you know? And the second one?
- Before you read the first text, look at the pictures and answer these questions:
 - In the second picture, where are the girl and boy?
 - In the fifth picture, what is in the box?
 - In the ninth picture, who is the woman?
 - In the eleventh picture, who is the man?

Compare your answers in pairs.

While you read

3 PURPOSE - FIRST READING

- Look at these questions.
 - What did the boy and girl find?
 - Where did they take it?
 - Why did they appear on television?
 - Who saw them on television?
 - Are they honest?

Now read "This week's true story" and then answer the questions as you read.

**This week's true story:
FINDING A FORTUNE**

Let's go this way, Jimmy. OK.

Look at all that, Erica. What is it? Let's stop.

There's nothing here.

What about that box? Is there something in it?

It's hundreds of pounds!

What do we do now? It's a lot of money.

Take it home?

We can't. Listen, it belongs to someone.

Take it to the police, then?

LATER

Right. Come back in three months. Then it's your money.

NEXT DAY

And you found the box here.

Yes.

What do you want to do with the money?

Buy a new bike. Buy a computer.

TWO HOURS LATER

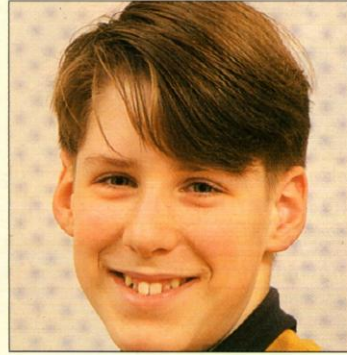
You can't have the money. A woman saw you on TV.

It's her money, but she has something for you.

- b) Jimmy and Erica's story was in their local newspaper. Read the article: what new information can you find? Find at least six new details. Compare your answers in pairs.

Fortune found and lost

BY DEBORAH THWAITE



TWO FRIENDS, Erica Butterworth and Jimmy Hogan had a lucky find two days ago. It got them on local television news yesterday, but their appearance lost them a fortune.

Erica (14) and Jimmy (13) went for a bike ride last Thursday and found a box full of money. It was

under a bush with some rubbish. They took the box to Caton police station. The police said there were thousands of pounds in the box. Yesterday Erica and Jim appeared on TV News North. Mrs June Lee saw them and heard their story. Later she telephoned TV North, and said the money was hers. She gave the children a reward.

- c) What is in the picture story but not here in the article?

4 CHECKING UNDERSTANDING - SECOND READING

Are these sentences true or false?

- 1 Erica and Jimmy went to the police station.
- 2 Jimmy has a new bike.
- 3 Erica and Jimmy have the box at home.
- 4 The money belongs to a woman.
- 5 Erica and Jimmy were on television.
- 6 Erica saw the things under the bush first.
- 7 There was a lot of money in the road.
- 8 They can't have the money now.
- 9 There was a box under a bush.
- 10 The police had the money for three months.

Write correct versions of the false sentences.

5 LOOKING AT LANGUAGE

- a) Irregular verbs: find past tenses in the newspaper article and match them with their infinitives.

be find get give go hear lose say see take

- b) Prepositions: put the prepositions into these sentences.

- 1 Where was the money? a box.
- 2 Where was the box? a bush.
- 3 Where did Erica and Jim take the money? the police station.
- 4 Where did the woman see the box? TV.
- 5 What was in the box? It was full money.

6 THE TOPIC AND YOU

- a) Write a short letter to a friend.

Imagine you are Jimmy or Erica. What did Mrs Lee give you? What did you do with it?

or

Write about something you found. What was it? Where was it? Whose was it? What did you do with it?

- b) Imagine you are Mrs Lee. Write and thank Erica and Jimmy.

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 Did you use the title, pictures or headlines to help you? How did you use them? Did they give you an idea of the story and of the people in it before you started to read? Did the story match your ideas?
- 2 Put the new words into your vocabulary book. How will you group the irregular verbs? Alphabetically or in phrases?

Ghosts, grub and adventure

Before you read

1 TOPIC

What is your idea of a good summer holiday? Is it



Write down your choice(s) and discuss the reasons for your choice in pairs.

2 TEXT

Look at the title, the section headings and the pictures in the article. What do you think the article is about?

While you read

3 PURPOSE – FIRST READING

First look at these questions.

- 1 Who are the ghosts?
- 2 "Grub" is a slang word. What do you think it means?
- 3 What is the adventure?

Now read the article and answer the questions as you read.

TWO WEEKS TO GO

Two weeks until the summer holidays. Do you have any plans? No!! You plan to get bored? Come on, have an adventure this summer. Plan some fun with your friends.

Last summer I went to a ghost town with two friends. It's called Hill End and it's in New South Wales. A hundred years ago people found a lot of gold there, and some of them got very rich very quickly. Now there isn't any gold and there aren't any people. There are just some old, empty houses and, of course, the ghosts of the gold-miners.

We took everything with us. During the day we looked for gold in the river but we didn't get rich quickly. At night we slept under the stars in our sleeping-bags. We didn't see any ghosts, but don't know if they saw us. We did what we wanted to do, (no Mum and Dad to tell us what to do*) and had a great adventure.

Before we went to Hill End, we planned our trip very carefully. There aren't any shops in a ghost town! If you want a great adventure away from the town, you'll also need to plan carefully and to make lists of things you'll need: food, clothing, equipment and information such as bus timetables and maps.

PLANNING YOUR ADVENTURE

This week we look at the grub:

THINGS TO EAT

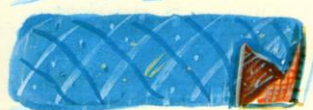
Make a list: how many people, how many days, how many meals? Then work out what food to take and how much. For each day that you stay, take some soup, rice, meat or fish, cooking oil, milk or cheese, and some fruit and vegetables. For breakfast, you can have fruit and bread or biscuits with some jam or honey. For the other meals, lunch and dinner, have the soup for one and cook a big meal with the fish or meat for the other.

Now, how much? In a day, two hungry young people, for example, will eat a can or packet of soup, a can of meat or fish, a small packet of rice, a loaf of bread or a packet of biscuits, a carton of milk, perhaps a piece of cheese, and some fruit and vegetables.

Water is very heavy so go somewhere where there is water. You'll need it for the rice and the packet soup. You'll need to drink a lot of water so take a water-bottle each.

That's the grub. Next week, the other lists. And we'll also tell you how to read a map and use a compass, where to get timetables and all about guidebooks and back-packs.

* Don't forget to get your mother's or father's permission first!



4 CHECKING UNDERSTANDING - SECOND READING

- a) Time your second reading. See Exercise 7.2.
- b) Write YES or NO or DON'T KNOW for each of these questions. Read the text again if you need to.
 - 1 In Hill End, 100 years ago
 - a) were there any people?
 - b) were there any houses?
 - c) was there any gold?
 - d) were there any ghosts?
 - 2 In Hill End, now
 - a) are there any people?
 - b) are there any houses?
 - c) is there any gold?
 - d) are there any ghosts?
- c) What food does the writer suggest that you take? Which of these things do you like? Make a list.

After you read

5 LOOKING AT LANGUAGE

- a) These are containers: *bottles boxes cans*
cartons packets
 These are measures: *half a kilo one kilo half a litre*
two and a half litres

Answer these questions in groups of two or three.
 Which containers can you see in the pictures? What's in them? For example, there's a carton of milk. What other things can you buy in these containers? What can you buy by the kilo? What can you buy by the litre?

- b) You and two friends want to go back-packing for three days. Work in small groups. Ask and answer questions so that you can make a list of what you need to take. Ask how much or how many of everything.

<i>How much?</i>	<i>How many?</i>
Food	
<i>Rice</i>	<i>3 packets</i>
<i>Clothing</i>	<i>4 sweaters</i>
<i>Information</i>	<i>2 maps</i>
<i>Equipment</i>	<i>1 compass</i>

- c) Your cousin is trying to help you pack. Work in pairs to complete this exercise, using *it*, *them*, *one* or *some*. The first two are done for you.



- 1 COUSIN: Do you want this compass?
YOU: Yes, I'll pack *it* now.
- 2 COUSIN: Do you have any batteries for the flashlight?
YOU: No, but we'll buy *some* at the shop.
- 3 "Do you want those biscuits?"
"Yes, we'll take *them* with us."
- 4 "Will you need a guidebook?"
"Yes, we'll buy *one* tomorrow."
- 5 "What about these sweaters?"
"I'll pack *them* tonight."
- 6 "What about a can-opener?"
"I'll buy *one* tomorrow."
- 7 "What about that jacket?"
"I won't pack *it*. I'll wear *it*."
- 8 "What about fruit?"
"I'll buy *some* tomorrow."
- 9 "What about a pen-knife?"
"I can't find mine. I'll buy *one* tomorrow."
- 10 "What about water?"
"Put *it* in the water-bottle."

6 THE TOPIC AND YOU

You don't want to do all the shopping for your adventure. Write a note to each of your two friends; tell them what to buy and what to bring.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 Did you notice ways to refer to earlier ideas without repeating the same word e.g. *there* refers to *Hill End*, *them* refers to *people*.
- 2 How long did you take for the second reading? There were 450 words. Target speed between 2.5 and 4 minutes.

Lucky to be alive

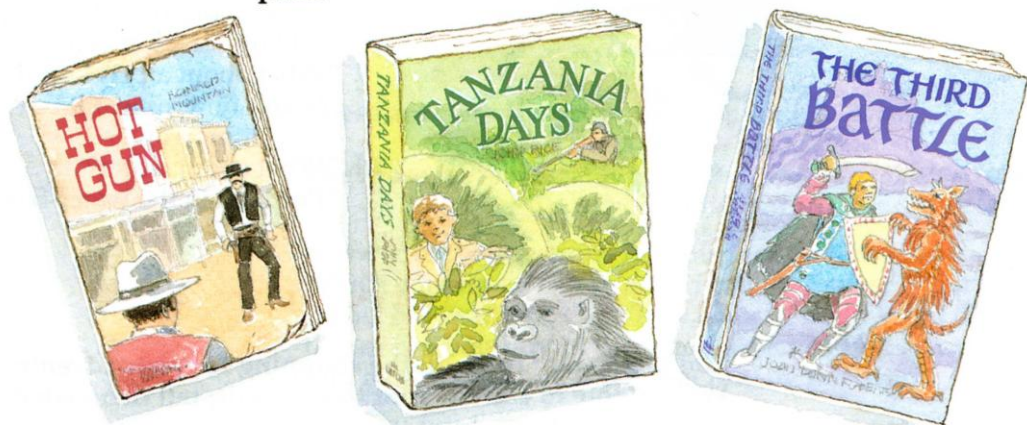
Before you read

1 TOPIC

Look at the covers of these three books. All the stories are adventure stories and all are fiction (not true). Which cover belongs to

- a) a fantasy adventure story
- b) a western adventure story
- c) a wildlife adventure story?

Which one would you like to read? Discuss your answers in pairs.



2 TEXT

The story comes from *True Adventures: Stranger than Fiction*. Look at the title and at the picture. What do you think the story is about?

While you read

3 PURPOSE – FIRST READING

First look at these questions.

- 1 What were the dangers at sea for Thomas?
- 2 Why was Thomas lucky to be alive?
- 3 Why was Hugh a good father?

Lucky to be alive

Hugh and his son, Thomas, lived on the north coast of Jamaica. Hugh was a poor fisherman but he had his own small rowing boat. One night he took Thomas fishing with him. They put the fishing rods and lines into the boat and they took enough water and food with them for the night. Hugh rowed the boat out to sea and they started to fish. At first, the water was calm but then the wind began to blow. It grew stronger and stronger. It was the start of a storm, a terrible tropical storm. Hugh tried to row back to the coast but the wind was too strong. He became very worried and then frightened because of the strong winds and the rough sea.

Although they were both afraid, Hugh and Thomas couldn't do anything so they sat in the boat all night. It rained and rained; the wind blew; the high waves threw their little boat about. Hugh held Thomas close to him all night while they waited for the storm to end. In the morning, the sea was calmer but Hugh

was still very worried because they couldn't see land. However, he looked at where the sun was and he started to row. The sun shone fiercely and the day became hotter and hotter. Thomas and Hugh became thirsty and hungry. Thomas drank a little water and ate some of the food but his father didn't have anything. He said "I'm older and I'm stronger than you are. I'm able to do without water for longer."

But his father was wrong. Hugh tried to row again but he couldn't. He was weak and thirsty because of the heat of the sun. It was a long day and Hugh became weaker. In the afternoon, they saw an aeroplane overhead. Thomas waved and shouted but the plane flew away.

Hugh now was too weak to speak and he closed his eyes. Thomas was very worried, but he was so tired that he slept. When he woke up, his father was dead. Thomas was now alone.

The second day was very hot. Thomas tried fishing but he caught nothing. He pulled the rods back into the boat and then used them and his shirt to make a sort of shelter. All day he sat in its shade and thought about his father. In

the evening, some flying fish came near the boat. Thomas quickly pulled down his shirt and leant over the side of the boat. He used his shirt as a net. The boat moved as he leant and he nearly fell into the water but he quickly sat up again. He had caught a fish. He had some food.

The third day was even hotter. He was very thirsty but he drank only a little water. He slept in the afternoon for a little while. When he woke, in the distance, he saw a fin in the water. A fin? Was it a shark or was it a dolphin? He held his breath. He couldn't see clearly enough to tell, but it was definitely a grey body with a fin. Then it jumped out of the water and then down into the sea again. A dolphin. Thomas breathed again. In his village, they said that you never find a dolphin and a shark together.

Thomas spent four days and five nights on the boat. On the fifth morning, while Thomas was asleep under his shelter, a Canadian freighter saw the rowing boat and rescued Thomas. He was a very brave boy and very lucky to be alive but his thoughts stayed on his father.



4 CHECKING UNDERSTANDING - SECOND READING

- Write five questions about the story to ask your friend. Begin the questions with *Where*, *What* or *Why*. Ask and answer the questions in pairs.
- Read the story again. Complete the notes below and use the notes to tell the story of Thomas to each other in small groups.

Thomas - Hugh - Jamaica
fisherman - rowing boat
fishing rods - lines
water - food
storm
Hugh - couldn't row
night

next morning - worried - no land
sun - hot
thirsty - hungry
Hugh said
Hugh - couldn't row - thirst - heat
plane overhead

night - Hugh died
Thomas alone
shelter
flying fish
3rd day - fin
5th morning

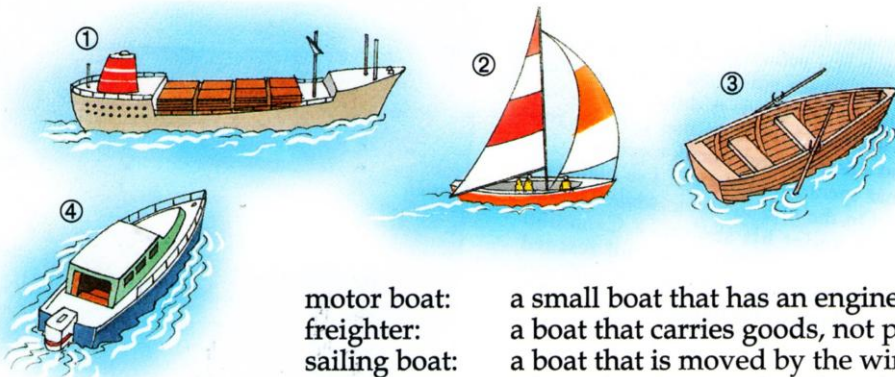
After you read

5 LOOKING AT LANGUAGE

- Word families: fill in the gaps in the table with words from the story.

ADJECTIVE	<i>thirsty</i>	hot		shady		
NOUN	<i>thirst</i>		hunger		weakness	worry

- Work in pairs and act out the meaning of *row*, *wave*, *lean*, *fall*, and *jump*.
- Look at these pictures and read the definitions. Match the definitions and the pictures.



motor boat:
freighter:
sailing boat:
rowing boat:

a small boat that has an engine
a boat that carries goods, not people
a boat that is moved by the wind
a boat that is moved with oars

d) Comparison:

*Hugh was older and stronger than Thomas.
True adventures are more interesting than stories.*

Look at these pairs of words:

*old-young strong-weak hot-cold fast-slow short-long
dry-wet lucky-unlucky light-heavy safe-dangerous
interesting-boring*

Make comparisons in these sentences by using some of the words above.

- 1 A rowing boat is a motor boat.
- 2 A freighter is a rowing boat.
- 3 Thomas was his father.
- 4 Storms are at sea on land.
- 5 Aeroplanes are boats.
- 6 This story was the last one.

6 THE TOPIC AND YOU

- a) Look at your notes from Exercise 4. Imagine you are Thomas and, in pairs, write the story you told to the sailors on the Canadian freighter.
- b) What are the most important parts of Thomas's story? Can you write his story for your newspaper in less than sixty words?

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 Which words didn't you understand when you first read the text? Did you need to understand them to understand the text?
- 2 If you needed them, what clues did you use to help you understand?
 - the kind of word it was: noun, verb, adjective
 - the ideas you expected from the topic
 - the pictures.
- 3 If you need to understand a new word better, then look in a dictionary or ask your teacher. Don't forget to put new words into your vocabulary book.

Who made it first?

Inventors and inventions

Before you read

1 TOPIC

Think of three machines which you have at home. Which one is the most useful? Do you know when the machines were invented? Do you know who invented them? Discuss your answers in groups of three or four.

2 TEXT

This article is from *Teen Magazine*. Look at the title and sub-title. What information do you think will be in the text?

While you read

3 PURPOSE – FIRST READING

Now read these questions.

- 1 Which two machines is the article about?
- 2 Who first thought of these machines?
- 3 When were they first used?
- 4 Why did some people not like Thimonnier's machine?
- 5 Why is Singer's name known now but not Sholes'?

Now read the article and find the answers.

THE STRANGE PROCESS OF INVENTION

Sarah Grafton tells the story of two really important inventions.

How many of you would like to be inventors? Do you think inventors make a lot of money? Do you think new machines are always a good idea? This week

we're going to look at two inventors and their inventions – the typewriter and the sewing-machine. There were ideas for these in the eighteenth century, but the machines were not used until the nineteenth century. Why was that? What happened?

■ THE TYPEWRITER ■

A typewriter prints clear, neat letters of the alphabet again and again, and so it is useful for everybody, but it is particularly useful for blind people. It is difficult for blind people to write with a pen but they can learn to use machines by touch. In 1714 in London, Henry Mill patented his idea for a machine to print letters, but the machine was not actually made. Later various machines were made, but these typewriters did not work.

In 1867 in Milwaukee, USA, Latham Sholes read about the typewriters and then designed his first machine. His second machine was patented and it was given its name, the Type-

writer, in 1868. His daughter, Lillian, demonstrated the machine to business people, but they did not like it. It was very expensive and very slow. So the design was improved and typists were taught to work by touch (the way blind people do!).



The American Civil War ended and Remington, a company that made guns, wanted to make products for business. It was interested in Sholes' machine, so bought his idea and in 1874 it started to make typewriters. At first the machines were lent to other companies, then slowly the machines started to sell, though it was 1900 before typewriters were used in most offices. Gradually more improvements were made: first, electric typewriters and later, electronic machines. Today the typewriter is still used in some offices and homes, but the computer is rapidly replacing it.

■ THE SEWING-MACHINE ■

Now compare the story of the sewing-machine. Thomas Saint patented his idea for a sewing-machine in London in 1790, but the idea was not used. Then a German patented his idea for a sewing-machine in 1810, but again nobody was interested in it. In 1829 a poor tailor in Paris, Barthélémy Thimonnier, invented a machine which worked, and made eighty of them. As his prices were cheap, he was given a big order for army uniforms. However, other tailors in Paris were afraid: they thought that they might lose their jobs. The angry tailors broke all eighty machines. Thimonnier lost the order but continued to improve his design. He made a new machine in 1848 and this was destroyed too!

Then the story continued in the USA. Various machines were patented there in the 1850s, but one machine is known everywhere now: the Singer. Its inventor was I.M.

Singer, a German immigrant, and his company made the new machines. Soon they were bought by clothing companies. Then in 1865 they were sold for use at home, the first complex machines for making things at home. This time the machine was accepted by everyone and the design was not improved for many years because it was very good.

These inventions changed people's jobs and lives. People didn't like the change at first but later the new machines were accepted. Is it the same now? Are people afraid of computers? Which jobs have been changed by the computer? In the next issue, we'll look at some other inventions that are changing our world and lives.



4 CHECKING UNDERSTANDING - SECOND READING

- a) Time your second reading. See Exercise 7.3.
- b) Look at the table below. It summarises the process of invention. First copy it and then complete it with dates from the text. Add any other facts (names, places) if you can and put a question mark (?) if the information isn't in the text.

Process of Invention	Typewriter	Sewing-machine
The idea was patented. Then a working machine was made. The first machine was demonstrated. The new machine was not liked. Next it was improved. It was used commercially. Then it was accepted. And it was first used at home.		1790, Saint, London

After you read

5 LOOKING AT LANGUAGE

- a) How is a new product made? In pairs, put these words into the right order.

sell patent make invent design

- b) Word families: fill in the gaps in the table with words from the passage.

Verb	Noun-person	Noun-thing
.....		invention
.....	designer	
produce	producer	

- c) How are the phrases in Box A different from the phrases in Box B?

A *new machines*
eighteenth century
.....
.....

B *sewing-machine*
arms company
.....
.....

Find two more examples for each box.

6 THE TOPIC AND YOU

- a) Here is a competition from the magazine. Why don't you enter it?

COMPETITION! COMPETITION!

This week *Teen Magazine's* competition is for all you young inventors! Yes, some inventors are under twenty and invent things at home. Jonathan Santos was only eighteen when he invented a new shape for aircraft wings.

Now do you have any good ideas? First think of a job which you do at school or at home. Can you make it simpler and easier?

Next make a drawing and describe

your invention; then send us the design. There is a prize for the best idea.



- b) Think of a machine that you use at home. What problems do you have with it? Make a list of things to improve it.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

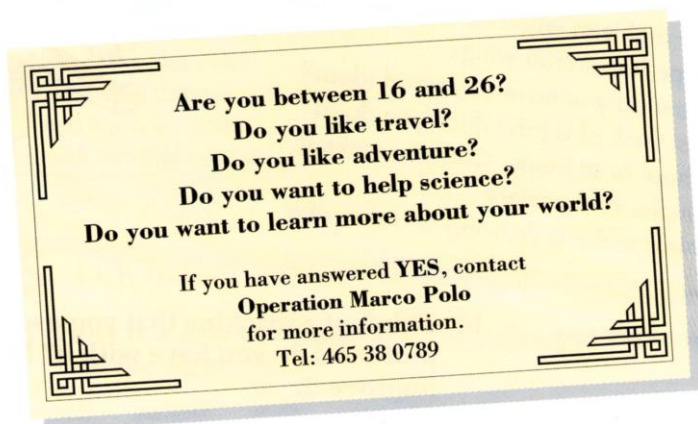
- 1 How did you use the title and sub-title? Did you stop and ask yourself "What do I know about inventions?" and use the question words: *how? what? where? who? why?* to help you? (For example: *Why are things invented?*)
- 2 How did you read this text which had a lot of new information? Did completing the table help you read carefully? Making notes is useful when there is a lot of new information.
- 3 How long did you take for the second reading? There were 588 words. Target speed between 3 and 4.5 minutes.

The report of a young adventurer

Before you read

1 TOPIC

Answer the questions in the advertisement.



2 TEXT

Look at the sketches. Where do you think they were drawn?
What sort of things are these people doing?

While you read

3 PURPOSE - FIRST READING

Every year, in Operation Marco Polo, groups of young people of different nationalities travel to different parts of the world. They go to find out about unfamiliar places, to help with scientific work, and to work with young people from other countries. They are paid for by local groups. Read this report and, as you read, find out:

- 1 where Anna comes from
- 2 who paid for Anna to join Operation Marco Polo
- 3 where she went
- 4 what frightened her
- 5 who she helped

FOUR WEEKS WITH MARCO POLO

I want to thank Jurong Youth Club for raising the money to help me go on Operation Marco Polo. This report is to give you all an idea of what it was like. When Mr Lim told us about Operation Marco Polo, I wanted to go because it sounded very exciting. My friends said they would not take girls, but my application was accepted. I was both surprised and very happy.

At first I was disappointed when they said I was to go to Sulawesi in Indonesia. It isn't very far from Singapore and I wanted to go somewhere a long way from home. Then I found out that I was to take part in a jungle survival trip. This was new: suddenly Sulawesi seemed very different. When we arrived in Sulawesi we were taught how to make fish and animal traps, how to find fresh water, and which plants to eat. This made us feel less nervous and more confident about the survival trip. On the trip, four of us had to spend three days and nights on a small island off the coast of Sulawesi.



Making the fish trap

One of the spiders!



We went there in a fishing boat. The island was not far from the coast; it was very small, just two hills covered with jungle. We were left on a sandy beach with no food. We knew the first thing was to find fresh water. I went up into the jungle. In among the trees and bushes, a giant spider dropped onto me. I was too frightened to do anything. Luckily the spider ran down my back onto the ground, and I wasn't bitten by it. The spider was as big as a ball, about 12cm across, with black and yellow legs. And it was only the first one. The island suddenly seemed frightening.

Later we found a stream; we now had fresh water, but we were very hungry. We looked for things to eat. There were lots of coconut trees, but the trees were too tall to climb. We found lots of bad coconuts on the ground, but only three good ones. We broke our knife while trying to open the first one and then used a stone for the others. We ate them and then it was time for the next task: finding somewhere to sleep.

We walked along the beach and found a dry cave. We each made a bed, but none of us slept well. It wasn't a good start. We were less confident now and we felt a long way from home.

The next day we built fish traps. I only caught one small fish. I almost threw it back into the sea thinking it was too small to eat. Then I remembered how hungry I was. One of my friends caught several crabs. We started a fire to cook them. They tasted better than the coconuts. With fish, crabs and coconuts we survived our three days on the island. We were too nervous to try any of the plants. When the boat picked us up after the three days we were hungry for different food. But we knew how to survive.

The next part of the trip was very interesting. We went to join some scientists in the jungle. We spent three weeks there, taking part in a scientific study of the wildlife. They wanted to know what animals do in the tops of the trees. We helped to build a rope platform 40 metres above the ground. High up in the trees, we saw many birds and animals. Our job was to make notes about their movements. The scientists taught us a lot of things, and the food was not as bad as on the island! Thanks to the Youth Club I explored part of the world few people see.

Anna Ng Kee Chooi



Me and a crab



Up in the tops of the trees

4 CHECKING UNDERSTANDING - SECOND READING

a) Look at the text again and match these headings to the paragraphs.

Introduction
Food and water
Up in the trees
The island

Cooking
Where we went
Shelter

b) Now answer these questions.

- 1 What do you need to know to survive in the jungle?
- 2 What did Anna and her friends find on the island to help them survive?
- 3 Why didn't they eat any plants?
- 4 What problems did they have on the island?
- 5 Why did they build a platform in the trees?

5 LOOKING AT LANGUAGE

- a) Write down all the words that show how Anna felt.
- b) Does the word end in *-ed* or *-ing*? Look at these sentences:

I was too frightened to move.

The island seemed frightening.

Choose the correct form in the following sentences:

- 1 I was very (*excite*) about going on Operation Marco Polo.
- 2 The journey to the island was not very (*excite*).
- 3 Devinder was (*disappoint*) that he did not go to Sulawesi.
- 4 Catching only one fish was (*disappoint*).
- 5 Working with the scientists was (*interest*).
- 6 Anna was very (*interest*) in the birds but not the spiders.
- 7 Her parents were a bit (*worry*) about her adventure.
- 8 The strange sounds at night were (*worry*).
- 9 Was it (*frighten*) to stand on the platform, 40m above the ground?
- 10 No, I wasn't (*frighten*): I built the platform.

6 THE TOPIC AND YOU

Write to Operation Marco Polo. Tell them where you would like to go and what you want to do. Tell them why you are a good person to go on a trip.

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 Did you use the illustrations
 - a) to help you predict what the text was about and
 - b) to help you guess the meaning of new words?
- 2 Did you make a summary in your head of what each paragraph was about, to help you remember the ideas?
- 3 Did you put new words into your vocabulary book?

Space travel

Before you read

1 TOPIC

How much do you know about Space? Here's part of a quiz.

How many planets can you name?
When was the first satellite put into space?
Who was the first man on the moon?
What are satellites used for? Name two things.

2 TEXT

Mandy and Ken are fascinated by space travel; she wants to be the first woman on Mars. Or any other planet. He wants to be there when she arrives. They are collecting pictures and preparing texts for an exhibition in their school. Why are pictures important for an exhibition? Why are words important?

While you read

3 PURPOSE - FIRST READING

What do you want to know about space travel and rockets? Write five questions and then see if the answers are in the display.

SPACE TRAVEL

- 1 Look at the moon and stars. Aren't they beautiful! Would you like to go into space? Follow our exhibition and find out more about space travel.



- 2 How do you get there? You know, of course. In a spaceship. But just look at these early ideas. There are some funny ones. Like Baron Munchausen who was blown there in his ship. Or Jules Vernes' travellers, shot from a cannon.



- 3** The Space Age really began when the Russians sent Yuri Gagarin into orbit around the earth in April 1961. He was the first cosmonaut. Others followed; their spacecraft were launched by bigger and bigger rockets. They orbited the earth and sent back photographs of our planet taken from space.



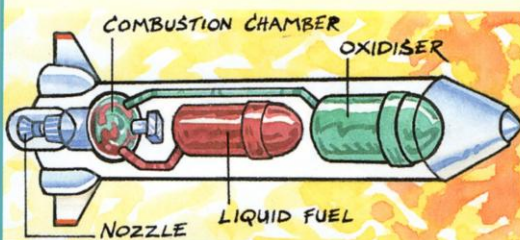
- 4** But where did it start? Rockets are an old idea. The Chinese used rockets in the 13th century. These ones were missiles used in a battle and they were made like fireworks, using gunpowder. Rockets still have military uses today.



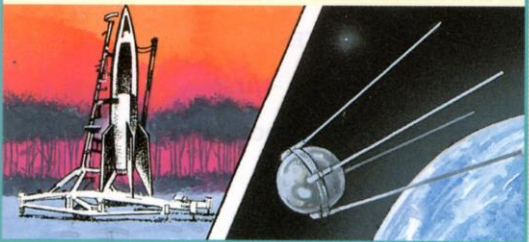
- 5** Solid fuel like gunpowder did not work well: it did not have enough power. A Russian suggested using liquid fuels. In 1926 the world's first liquid fuel rocket was built by Robert Goddard, an American. It flew only 56 metres and was in the air for only two and a half seconds! But it showed the way.



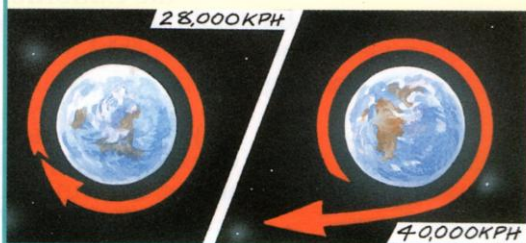
- 6** A modern rocket contains liquid fuel and an oxidiser to make it burn. They burn in the combustion chamber and the gases escape through a nozzle at the bottom. The action of the gases creates an opposite reaction, and this pushes the rocket forwards.



- 7** The first big liquid fuel rocket was a missile: the German V-2, used in World War II. The first peaceful uses were in the 1950s when in October 1957 the Soviets used rocket power to launch their first satellite, Sputnik I. Then the Americans launched Explorer I in February 1958. Space travel became real.



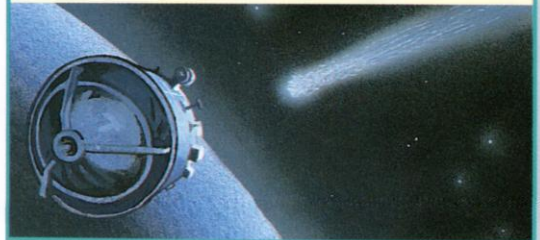
- 8** How do you get away from the earth? First you go into orbit around it. The speed for orbit is 28,000 kilometres per hour (kph). And to go to the moon? Get into orbit, then use more power to increase your speed; you escape from the earth's gravity at a speed of 40,000 kph.



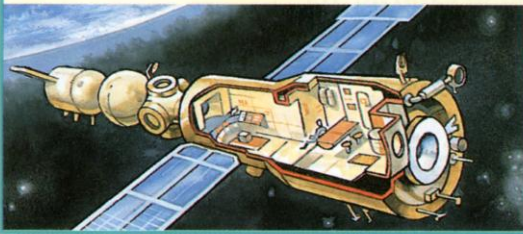
- 9** This is not easy. The Americans worked for years on their Apollo programme when they wanted to get to the moon. In 1969 Neil Armstrong became the first astronaut to land on the moon. Five other Apollo missions followed. The astronauts set up experiments and explored the surface of the moon.



- 10** Lots of spaceships have no passengers. Some are weather satellites, communications satellites and spy satellites in orbit round the earth. Space probes left the earth to investigate Mars and Venus, flew past Jupiter, Saturn and Uranus, and one went to meet Halley's Comet in space.



- 11** Space is one big laboratory for experiments. The first satellites often carried scientific instruments. These were used to measure things such as magnetism and radiation around the earth. Later the Soviets launched Salyut then Mir, and the Americans launched Skylab. These were space-stations where scientists went to work for some months.



- 12** The Space Shuttle was the first re-usable spaceship, able to fly in space and in the earth's atmosphere again and again. Astronauts use it to carry out experiments, to take satellites into space, and to repair satellites already in space.



Did you find the answers to your questions?

4 CHECKING UNDERSTANDING - SECOND READING

- a) Make notes in a table; list five facts that you can find in the exhibition about rockets and satellites.

ROCKETS

military

SATELLITES

Sputnik 1 - first

- b) Use your notes to write eight sentences about rockets and satellites.

Some rockets are military.

Sputnik 1 was the first satellite.

5 LOOKING AT LANGUAGE

- a) Here are two sentences from the second panel. One word is a substitute for another: *ones* for *ideas*.

Look at these early ideas. There are some funny ones.

Can you find another example of *one* as a substitute?

- b) Now look at these sentences.

Gagarin went into orbit. He was the first man in space.

Here *He* substitutes for *Gagarin*. Can you find these substitutions?

- 1 In panel 3: *They* substitutes for . . .
- 2 In 4: *they*
- 3 In 5: *It*
- 4 In 6: *They* and *this*
- 5 In 8: *it*
- 6 In 9: *This*
- 7 In 11: *These* and *These*
- 8 In 12: *it*
- 9 Finally, in 10, what flies past Jupiter?

6 THE TOPIC AND YOU

You have seen the first twelve panels for Ken and Mandy's exhibition. Make two more panels:

- a) to bring the exhibition up to date *or*
- b) to answer your questions in Exercise 3 *or*
- c) to show how the lives of ordinary people have improved because of space travel.

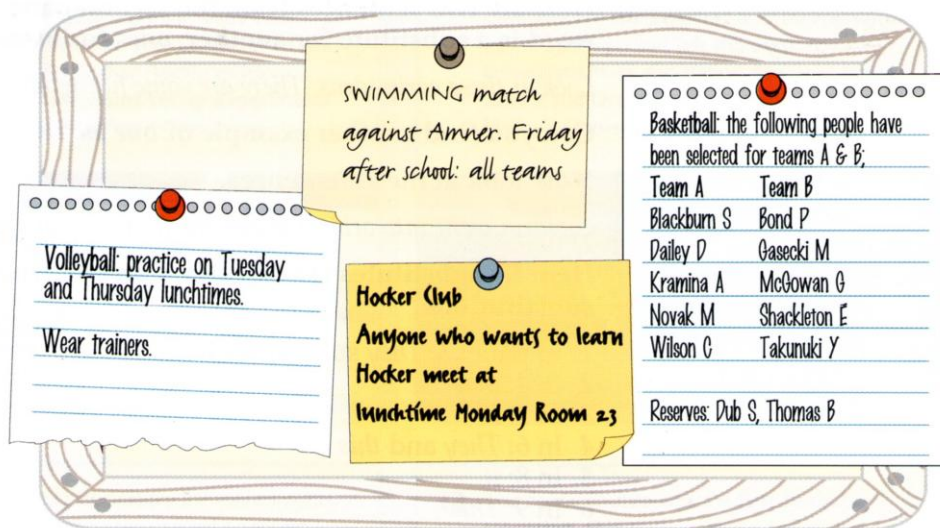
7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 Did you find some of the ideas difficult? Is it because it is something that you don't know, even in your own language? Did you need to understand it for your purpose in reading? If you did, read on to the end so that you learn a little more and then go back and use the extra knowledge to help you.
- 2 Did you notice the ways to refer to earlier ideas, when one word can substitute for another to avoid repetition?

Unit 8

Sports reports



Before you read

1 TOPIC

Which of these sports have you tried? Which are individual and which are team sports? Why do different people like different sports?

2 TEXT

These sports reports are from the Turrumurra High School magazine. What sort of information do you expect to find in this type of report?

While you read

3 PURPOSE - FIRST READING

Look at the pictures of sports equipment and their names. How many of the names can you match with the pictures? What sports do they belong to? Match them as you read the reports.



SKI TRIP TO THE SNOWY MOUNTAINS

We arrived at our hotel in Perisher Valley at nine o'clock at night after a long journey. The next day we got up early to go to the ski shop, in order to hire skis, poles and boots. On this first day, our instructor showed us how to walk uphill in skis and how to stop. On the second day, we started skiing earlier and went onto a gentle nursery slope. The next day, we went to a steeper slope with our instructor and began to ski faster. We also fell over more often. By the end of the week, some of us were skiing on the red (more difficult) runs. One evening we went for a swim (in an indoor pool!) and another evening, we went to a discotheque. We had an enjoyable trip and I would like to thank our teacher, Miss Castle, for organising it.

P. Autey, 3rd Year

ATHLETICS

It was a busy summer for athletics competition. The District Sports Competition with 6 other schools was a day to remember! Dan Chu competed in the Under-16 400 metres. As usual, he seemed to go slowly at the start but ran like the wind in the last 60 metres to get second place. Donna Shaikh ran very well to reach fourth place in the Junior 800 metres. Our Junior relay team tried very hard in the 4x100 metres. Last year, they dropped the baton. This year, they beat everyone else but were unable to beat Amner School, whose team were the clear winners. Therese Hudson did well in the High Jump and Ricardo Evans surprised everyone by coming first in the Intermediate Shot Put. Our congratulations to all the competitors. Our Head says that it's taking part that's important, not winning, but we look forward to even better results next year.

S. Hakuta, 5th Year

CAVING

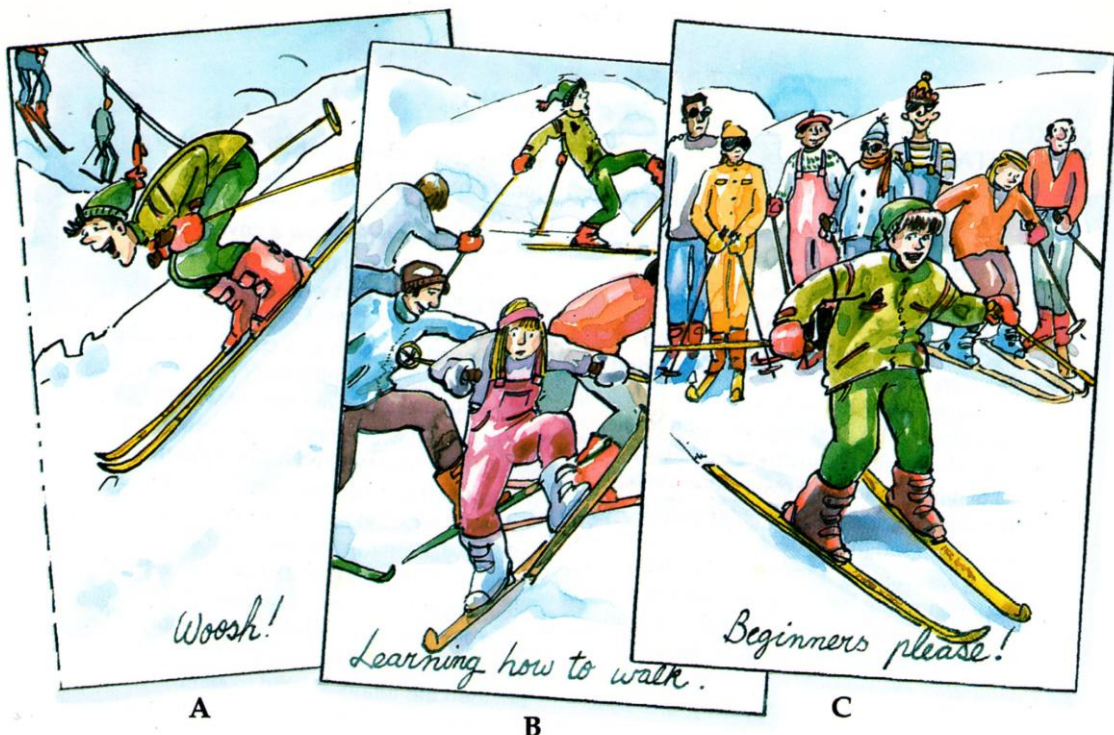
What sport is colder than skiing? wetter than swimming? more dangerous than rock-climbing? Here is a clue: underground rivers. The first time I saw a cave was last October. Mr. Crystal drove six of us into the countryside and then we walked up a hill, carrying helmets, lamps and ropes. Then we followed a stream to a corner of a field. There we found a small rocky hole about 1 metre wide. I put on my helmet with its lamp and followed the leader of our group, Mr. Crystal. Getting into a cold stream was a shock. I then crawled head first into the hole with Mr. Crystal's boots in my face. We crawled on our stomachs for about five minutes. The tunnel ended and we were in a big cave! It was very beautiful. At the other end, we went down another hole. At first we crawled downwards into the water but then the tunnel started to climb. The air became warmer, and soon we were up above ground again, standing in a field higher up the hill. How does caving compare with other sports? It was a bit frightening but also very exciting. If you want to try caving, talk to Mr. Crystal.

B. Tolunay, 6th Year

TENNIS

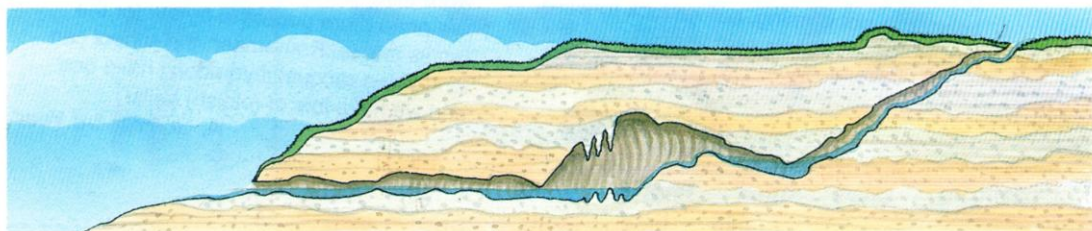
Our Under-15 team ended last season in fifth place out of eight, so could we do better this time? In our first fixture, the Under-15s beat Amner School in the doubles and won three out of the four singles matches. This was a good start to the season as last year Amner won everything, including the final. We reached the semi-finals of the Regional Inter-schools Cup. We won some of the matches but lost overall to Kingswood School who went on to win the final. In the end, we were third. Better luck next year, team! We need more people to try out for the tennis teams. Remember: the school can lend you a racquet if you don't have one and we have lots of (oldish) balls!

A. Gómez, 3rd Year



4 CHECKING UNDERSTANDING - SECOND READING

- a) **Skiing**
Look at the pictures above. Which is Day 1, Day 2, and Day 3?
- b) **Athletics**
Where did Turramurra High School team members come in the following events?
- | EVENT | POSITION |
|-----------------------|-------------|
| Under-16 400m | place |
| Junior 800m | place |
| Junior Relay | place |
| Intermediate Shot Put | place |
- c) **Caving**
Copy the diagram below and label it to show where the students went in, where they came out, the cave, the stream and the fields.



- d) Tennis
Copy and complete the results table below.

UNDER-15 TENNIS RESULTS		
	This Year	Last Year
1st Fixture:		
Overall winner:		

After you read

5 LOOKING AT LANGUAGE

Copy the headings below and read the texts again. Find words from the texts to put under each heading. An example of each is given. Compare your lists with a partner.

SPORTS ACTIONS

COMPETITION

GEOGRAPHICAL FEATURE

ran

winners

slope

6 THE TOPIC AND YOU

Write a report for your school magazine about a sport or a sports competition, which can be either a school match or something you saw on television.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

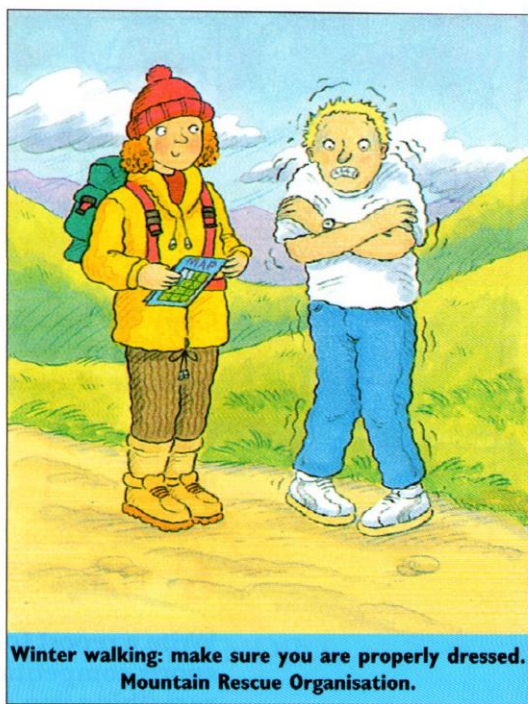
- 1 How did you read when you were looking for a specific piece of information, such as the name of a piece of equipment? Did you use your knowledge of the sports? Did you look for nouns in the texts?
- 2 How did you use your knowledge about the sports to help you understand the new words?
- 3 Did you record ways of talking about sport, not just words but phrases, for example *to go for a swim* and *to do well in*?

We're organising a rescue

Before you read

1 TOPIC

Which sports do people do in mountain areas? Why can mountain sports be dangerous? Why does the Mountain Rescue Organisation put up this poster? Discuss these questions in pairs.



Winter walking: make sure you are properly dressed.
Mountain Rescue Organisation.

2 TEXT

The text in Exercise 3 is the script for a radio serial. What do you expect to find in it, e.g. what sort of sound effects? What sort of characters? Discuss your ideas in pairs.

101 FM

7.05pm Littledale Farm

Winter has come to Littledale, the weather is getting bad. The farmers have started to move their sheep down from the mountains. Jane and Wyn Davies are on holiday from school. Today visitors in Littledale need rescuing...

While you read

3 PURPOSE - FIRST READING

As you read the script, look for the answers to these questions.

- 1 What clothes do you need for walking in winter?
- 2 Why does Wyn say the walkers were daft?
- 3 What is the name of the hill?
- 4 Why is the map no use?
- 5 Who is going to take part in the rescue?

(FX shows the sound effects.)

LITLEDALE FARM
episode 384

ANNOUNCER: Now we are going to Littledale Farm. Wyn and Jane are out early this Saturday morning.

scene 1

FX1 people walking on stony path. wind blowing.

BOY 1: Hello.

JANE & WYN: Hello.

BOY 1: Is this the path to Long Pike?

WYN: That's right. Are you going up there?

GIRL 1: Yes, we are. Why?

JANE: Because it's freezing up there.
It'll snow later on.

BOY 2: Well, we're only walking till lunchtime.

JANE: If the weather's looking bad before then, come down: it's not safe.

GIRL 2: Oh yes. Of course we will.

JANE: You're not all wearing the right clothes for walking up there.

BOY 2: We're OK, 'bye now.

ALL: Bye.

WYN: Walkers. They're daft. Anyway, I'm hungry.

FX2 people walking away on path. wind.

scene 2

FX3 back door opening and closing in kitchen. wind outside.

WYN: Is there some tea ready, Mum?

MUM: There certainly is. Are you feeling cold, you two?

FX4 pouring tea. stirring sugar in cup.

WYN & JANE: Mmm.

MUM: That's yours, Wyn. Here, Jane. It's not snowing yet, then?

JANE: Not yet.

FX5 door opening. wind.

DAD: Well, good morning to you both.

JANE & WYN: Morning, Dad.

MUM: Just in time. Do you want a cup?

DAD: Yes, and am I going to get something to eat?

FX6 pouring tea.

MUM: Here you are. Wyn, pass your Dad a piece of cake.

DAD: Thanks. Did you see those young people out walking?

WYN: Yes, I bet they're all up from the city. They say they're going up on Long Pike.

MUM: They're mad: it's freezing up there. Do they have the right clothes?

JANE: Two of them are wearing anoraks and boots.

WYN: The others only had thin sweaters and jeans on.

MUM: Then they're looking for trouble today. Anyway, what are you doing for the rest of the morning?

DAD: Me? I'm helping Dan and Bill bring their sheep down.

JANE: Ours are down already.

WYN: Because they helped. We're bringing theirs down today.



DAD: Hey! No squabbling. Look, it's snowing now.
Time to go.

MUM: I'm taking those eggs to Ollerenshaw's now
before it gets worse.

FX7 chairs moving on floor. door opening. wind.

scene 3

FX8 wind blowing hard. people walking on snow.

BOY 3: Do you know where we are? It's snowing so
hard now I can't see a thing.

BOY 1: I think it's this way. We're near the top.

GIRL 2: Well why don't you look at the map?

BOY 1: The wind's so strong . . .

FX9 opening map. wind blowing. tearing paper.

Oh no! Now it's torn.

BOY 2: Where's Gill? We can look at hers.

GIRL 1: Hey, I'm freezing. Let's go back now.

BOY 3: OK, but where's your map?

GIRL 1: A map's no use. We can't see anything. We're
lost, aren't we?

scene 4

FX10 dialling telephone number.

JANE: Hello, Mrs Naylor. Is my Dad there? (pause)
Hello, Dad. One of those walkers arrived at
the farm a few minutes ago. We're organising
a rescue. (pause) Yes. Well, they're waiting
up on the hill. They're sitting behind a
wall. I think I know where he means. (pause)
I phoned the police, and they're coming.
(pause) Yes, and they want us and the dogs.
Can Bill bring his? (pause) Hey, why can't
we come too? Please . . .

Music



Now check your answers to the questions.

4 CHECKING UNDERSTANDING - SECOND READING

Read the following sentences: then write them in the correct order to make a summary of the story.

- A It started to snow on Long Pike.
- B Only two of them had the right clothes.
- C Four of the walkers waited behind a wall.
- D Jane and Wyn went for a walk on Saturday morning.
- E The walkers got lost and couldn't use their map.
- F Jane warned them about the weather.
- G Jane called the police to rescue the others.
- H One of them walked back through the snow to the farm.
- I They met some walkers on the path to Long Pike.
- J She and Wyn went home for something to eat.

5 LOOKING AT LANGUAGE

- a) Whose is this? Choose the right word to fill the gap and complete the sentence with one of these words:

mine ours yours his hers theirs

- 1 "Do these dogs belong to you two?"
"No, are at home."
- 2 "Which is Dan's cup?" "That one's"
- 3 "Is this tea for me?" "Yes it's"
- 4 "Are those Dan and Bill's sandwiches?"
"No, I'm making now."
- 5 "Where are the sandwiches for Wyn and me?"
"..... are in that bag."
- 6 "Whose anorak's on the floor?" "Oh, it's"
- 7 "Where are Jane's boots?" "..... are by the door."
- 8 "Is that your map on the table?" "No, it's not"
- 9 "Bill can't find his sweater." "Is the blue one?"
- 10 "What colour are your anoraks?"
"..... are both green."

- b) How many phrases can you find in the text that describe the weather?

6 THE TOPIC AND YOU

In episode 385, scene two, Dan, Bill, Wyn and Jane find the four walkers. What do they say to them? Work in a group and prepare ten lines of script. Read out your scene to the class.

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 Did you notice ways in the text to refer to earlier ideas, using pronouns?
- 2 Did you record new ways of talking about clothes, for example, *had jeans on* and useful conversational expressions such as "Let's go back"?

Before you read

1 TOPIC

What do farmers grow in your part of the country? Copy out this table and see how much of it you can fill in. Write in the answers.

GROWING CROPS

crop:

climate:

RAISING LIVESTOCK

animal:

climate:

feed:

2 TEXT

What kind of book do you think the text comes from? What sort of information will the text contain?

While you read

3 PURPOSE – FIRST READING

Now read the following passages from World Geography and complete these notes as you read.

GROWING CROPS

crop:

climate:

rainfall:

farm size:

field type:

number of workers needed:

RAISING LIVESTOCK

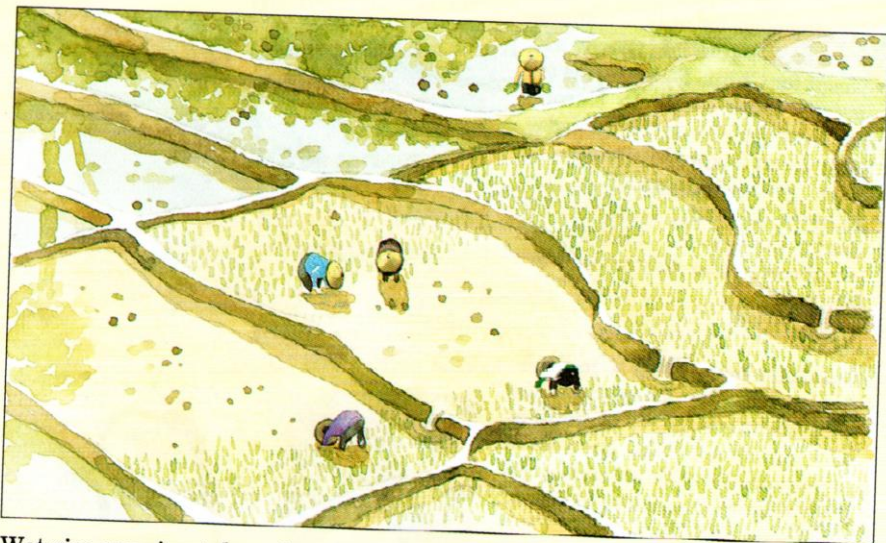
animal:

farm size:

herd size:

feed:

Wet Rice Growing



Wet rice growing takes place in Asia: for example, in areas of China, Japan and India. Wet rice needs a high temperature in the growing season i.e. at least 20°C for 3 or 4 months, and it also needs a rainfall of about 1800mm during that season. The rice must be under water about 150mm deep for most of the growing period. As a result, it is

usually grown near a river in small level fields which are surrounded by low earth walls. The farms are usually quite small – about one or two hectares in area. Although rice growing requires a lot of work, very few rice farmers use machinery. This means that rice growing is labour intensive, that is to say, a lot of people have to work in the rice fields.



A farmer has to sow seeds

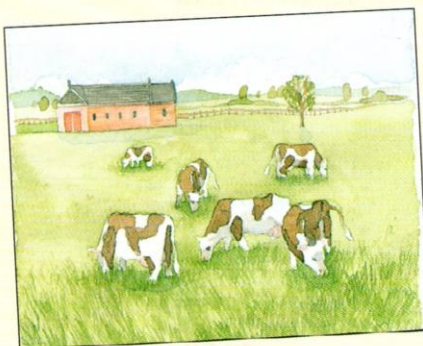


A farmer has to plant seedlings

At the beginning of the growing season, the farmers have to repair the low earth walls around the fields. Then they have to prepare the soil so that it is thick and muddy. After this, they must sow the seeds in special beds and then, later, plant the seedlings in rows in the soil. It takes about four months for the rice to become ripe. A few weeks before harvesting, they have to remove the water from the fields. Finally, the farmers harvest the rice, cutting it with a knife.

Dairy Cattle

Keeping cows for milk is common in many parts of the world, except for China. Dairy farms are usually quite small. In Europe, the average size is 10 hectares, with about 9 cows in a herd. The cows graze on grass in the summer. In colder climates, the cows are kept indoors in cowsheds in the winter, and are fed on hay.



The dairy farmer has to milk the cows twice a day, every day of the year. Farmers do this by hand or with machines. They then have to prepare the milk for selling. In the summer, they have to repair the sheds and they have to cut the hay for the winter food. In the autumn, farmers must plough the fields and sow the grass seed. Although dairy farmers use machines such as tractors, they still have to work hard.



4 CHECKING UNDERSTANDING - SECOND READING

a) Complete these short instructions on how to grow rice.

- | | |
|--------------------|--------------------|
| 1 Repair the walls | 5 Wait 4 months |
| 2 | 6 |
| 3 | 7 Harvest the rice |
| 4 | |

b) Write notes about a dairy farmer's work in a cold country. Use these headings:

Every day, Summer, Autumn, Winter.

After you read

5 LOOKING AT LANGUAGE

a) Look at these two sentences.

Although rice growing requires a lot of work, very few rice farmers use machinery. This means that rice growing is labour intensive . . .

The word *this* is often used so that a writer doesn't have to repeat a long phrase or sentence. So, in the second sentence, *This* refers to the ideas in the previous sentence. Find two examples of similar uses of *this* in the text. Say what idea each *this* refers to.

- b) Can you find a word or words in the passage that mean the same as the word(s) in italics?

- 1 Rice growing *needs* a lot of work.
- 2 The farmer has to prepare the *earth*.
- 3 Low earth walls *are around* the fields.
- 4 Rice growers have to *mend* the walls around the fields at the *start* of the season.

- c) Look at the verbs below. Which words are used with RICE and which with COWS? Copy the headings and put the verbs under the right one.

<i>to feed</i>	<i>to graze</i>	<i>to grow</i>	<i>to harvest</i>
<i>to milk</i>	<i>to plant</i>	<i>to sow</i>	<i>to keep</i>

6 THE TOPIC AND YOU

- a) What do you know about farming in your country? Write about either growing a crop or raising farm animals for a book on geography.
- or
- b) How do you look after a pet animal such as a cat or a dog? Write a short article for your school magazine about what you have to do to keep them healthy.

How you read

7 DEVELOPING SKILLS

Discuss these questions with your teacher.

- 1 How did you read this text, which had a lot of new information? Your first reading should be to get a general idea. After that, taking notes often helps you understand better. Did the note-taking exercises help you think more clearly about the text and its meaning?
- 2 Did you notice how to connect things that happen in a sequence: *At the beginning*, *After this*, *Finally*. These words help you work out the order of events correctly.

Skills profile

The **Developing skills** section in each unit refers to this table. There are four areas for you to develop. The advice is intended to guide you in developing as a reader and learner of English. Write notes in the comment column on your progress. You may do this in your first language.

Skills profile	Units	Comment
Reading style Adjust your reading speed to suit your purpose for reading and the type of text. However, reading faster helps you understand: don't slow down too much! 1 Check your average reading speed: in your first language and in English. Keep a record. 2 When you look for a specific piece of information, scan. Look for the word by shape, first letter, capital letters. 3 When you want an impression of what is in the text, skim. Read it quickly, looking at the title, headings, beginnings and endings of paragraphs to get a general idea. 4 When you read a text which has a lot of new information, skim to get the gist and then read it again more slowly. You can help yourself understand better by asking yourself questions and by making notes. Prepare, read, and check what you have understood.	3, 5 1, 8 Ex. 2 TEXT in each unit 5, 10	
Language Reading is a great way to build vocabulary and acquire grammar, and the more language you know, the better you will be able to read. 5 You can understand some new words because of the context. 6 If you don't understand some of the new words, ask yourself if you need them to understand the text. (See number 13.)	1 4	

	Units	Comment
7 If you do need a word, don't guess its meaning: use clues to help you understand: the kind of word it is, the topic, the ideas you expect. If you still need to understand it better, look in your dictionary or ask your teacher.	4, 8	
8 Put useful new words into your vocabulary book. Decide how to group them: alphabetically, by family (words about the same topic), as you meet them, with a translation, with a picture or in a phrase. Choose the method that suits the words and suits you.	1, 2, 4, 6	
9 Record new ways to say things (whole phrases or sentences).	8, 9	
10 Notice the ways to refer to earlier ideas.	3, 7, 9	
11 Notice the ways to connect ideas.	10	

Interpreting and understanding

Understanding what we read is complex. It comes from what we know about the topic, how much language we know, what we expect to find in the type of text, as well as adding to and changing these ideas and expectations with new reading.

Good readers use prediction to help them.

- | | |
|---|---------|
| 12 Use the title, illustrations, diagrams or headings to help you predict the content and the meanings. Ask yourself before you start reading what you know about the topic. | 2, 5, 6 |
|---|---------|

Know why you are reading the text.

- | | |
|---|-------------------------------------|
| 13 Decide how much of the text you need to understand for your purpose. Understanding every word is about learning vocabulary, reading is about knowing which words you need to understand for your purpose. | Ex. 3
PURPOSE
in each
unit |
| 14 If you find the ideas difficult, don't go back: skim ahead and then go back. | 7 |

Talk to others about what you've read.

Learning

Monitor how you read. Talk to others about how you and they read.

We hope you have enjoyed *Getting the Message* and that you will continue to enjoy reading in English.

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